**University of West Alabama**

**COE**

**5E Lesson Plan**

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| **Teacher**: Davina Irvin  **Date:**January 21, 2018  **Subject area/course/grade level:**4th and 5th grade  **Materials:**   Personal laptop and projector to present videos; 10 Suggested Exercises lists and 10 laptops/tablets; 10 white boards and markers for brainstorming  **Standards:** Physical Education: Standard (5)8 – Describe relationships among strength, flexibility, balance, and coordination in successfully executing physical activities; ELA: [CCSS.ELA-LITERACY.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  ISTE: Standard 3, indicator 3a as found at <https://www.iste.org/standards/for-students> - Students plan and employ effective research strategies to locate information, media, data, or other resources.  **Objectives:**Students will integrate technology and physical education skills to research and create a video explaining the correct performance of a specified exercise, modifications to the exercise to make it easier or harder, and the outcome when combining or creating exercises. Students will be able to use the technology equipment correctly, research the topic ethically, and use appropriate vocabulary when describing exercises.  **Differentiation Strategies:**First, my classroom is a safe environment so students feel confident to try activities and ask for help and modifications for movements when needed. Additionally, students will also be offered the options to perform the exercises at desired pace. Peer assistance within groups will be used. Lastly, students who have physical disabilities and need assistance will be provided teacher/adult support to participate in the activities. |

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| **ENGAGEMENT:**  To engage students in this lesson the teacher will begin by showing them a "How-To" video on how to make slime. Students will use this link to watch the video <https://www.youtube.com/watch?v=xsgcYqQL1QQ>.  After watching this video, the teacher will ask students what was the purpose of this video?  Assessment: The teacher will be checking for participation in the class discussion about the purpose of the video, as well as, for student understanding that the purpose of the video was to inform the viewer on instructions and a demonstration on how to make slime. |
| **EXPLORATION:**  During the exploration phase of this lesson the teacher will task each group of 3-4 students with the task to make their own "How To" video to post to the class YouTube on how to perform an exercise. The students will be provided with a suggested list of exercises but ultimately will be allowed to choose their own exercise to demonstrate in the video. After picking the exercise each group will then use the laptops to research the exercises on the internet. Upon completion of the research students will write a script on how to properly complete the exercise and then create a video based on their script. In the video, they will be required to give both oral instructions and a demonstration for how to perform the exercise correctly.    Suggested Exercises:   1. Burpees 2. Squats/Squat Jacks 3. Wall Sits 4. Push-ups 5. Planks 6. Crunches 7. Lunges 8. Side Leg Raises 9. Mountain Climbers 10. V-ups 11. Jumping Jacks 12. Frog Jumps 13. Crab Kicks 14. Calf Raises   Assessment: The teacher will collect the "How To" script from each group. She will also use the video posted to the google classroom page to assess students. She will be looking for the use of correct form throughout the exercise and explicit oral instructions. |
| **EXPLANATION:**  During this part of the lesson the teacher will review vocabulary and exercise concepts with the class. The teacher will ask students what they learned during making the video.  The teacher will ask students what the name of the exercise is, the correct posture, what muscles it works, and what modifications can be made to the exercise if someone should need them. The teacher will ask:  \* What is a modification? Why might someone need a modification?  \* Why is correct form and posture important?  \*How could you improve the exercise?  \*Why might someone not need to perform this exercise? What could they do instead?  Assessment: The teacher will use a checklist to assess student participation in the conversation and whether or not they are able to answer the questions correctly. |
| **ELABORATION:**  Students will be tasked with inventing a new exercise or movement combination. They will then make a short "How To" video of their new exercise. They will post the new videos to the google classroom for teacher review.  Assessment: The “How-To” Exercise video created will be used as the assessment for this portion of the lesson. The teacher will be assessing collaboration, digital citizenship, design, internet research, and overall presentation of the video. |
| **EVALUATION:**  Evaluation will be completed throughout each stage of this lesson. The teacher will be formatively evaluating the following during each part of the lesson:  **Engagement –** The teacher will be checking for participation in the class discussion about the purpose of the video, as well as, for student understanding that the purpose of the video was to inform the viewer on instructions and a demonstration on how to make slime.  **Exploration** – The teacher will collect the "How To" script from each group. She will also use the video posted to the google classroom page to assess students. She will be looking for the use of correct form throughout the exercise and explicit oral instructions.  **Explanation –** The teacher will use a checklist to assess student participation in the conversation and whether or not they are able to answer the questions correctly.  **Elaboration –** The teacher will use the “How-To” Exercise video to assess students’ participation in research, discussion, and overall presentation of the exercises and video for evaluation.  As a summative assessment for this lesson the teacher will use the following rubric to assess students’ mastery of the standards.  **Assessment of “How-To” Exercise Lesson**  **Grade:** 5th  **Class:** Eddings **Date:** 1.21.18   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Student** | **Engagement:**  **“How-To”**  **Slime Video** | **Exploration:**  **Topic Research**  **And “How-To”**  **Writing** | **Explanation:**  **Participation in Exercise Discussion** | **Elaboration:**  **“How-To” Exercise Video/Overall Presentation** | | Sahar A | + | + | + | + | | Rayan A | + | + | + | + | | Kenneth B | - | - | - | - | | Taylor C | + | + | + | + | | Parker E | + | + | + | + | | Brianna J | + | + | + | + | | KeAnthony H | + | + | + | + | | Adriann H | + | + | + | + | | Chad M | + | + | + | + | | Trayvion M | + | + | + | + | | Purpose N | + | + | + | + | | Declan R | + | + | + | + | | Greggory T | + | + | + | + | | LaKendrick W | + | + | + | + | | Ceirra W | + | + | + | + | | Cedrick W | + | + | + | + | | NyAshia W | + | + | + | + | | Destiny Y | + | + | + | + | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   Participation = plus symbol (+)  Non-participation = negative symbol (-)  **Technology Proficiency Assessment of “How-To” Exercise Video**  **Grade:** 5th  **Class:** Eddings **Date:** 1.21.18  *Indicate student’s name in appropriate column.*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Category** | **Concept Understood** | **Concept Mostly Understood** | **Concept Somewhat Understood** | **Concept Not Understood** | | **Collaboration with Group Members** | Declan |  |  |  | | **Digital Citizenship** | Declan |  |  |  | | **Innovative Designers** | Declan |  |  |  | | **Proper Internet Search** | Declan |  |  |  | | **Overall Presentation** | Declan |  |  |  |   **Work Sample**    **Technology Product**  *Double-click on image to play video.* |